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Section VI

Faculty: Looking at the Spectrum

When does the professor's career begin? What kind of preparation for the profession is needed? How do we feel as senior faculty? What can be done to solve the upcoming teacher shortage? Aren't there creative ways to retain some of our most talented faculty? These are a few of the issues addressed here.

Russell Edgerton, President of AAHE, opened POD's Fourteenth Annual Conference. Entitled "Forward to Aristotle: Teaching as the Highest Form of Understanding," the message was higher education has a pressing need to change how graduate students become members of the professoriate. Coupled with that, teaching must be valued. Edgerton envisions developers becoming "agent provocateurs for a new mode of conversation about teaching." Diamond and Wilbur's article "Developing Teaching Skills During Graduate Education" echoes Edgerton's plea for more substantial training. Opportunities must be provided for a systematic way effective teaching skills and classroom management and evaluation techniques can be learned. The authors use four case studies of TA programs to reveal commonalities for success. Concrete suggestions and numerous resources are listed for potential inclusion in services you offer graduate TAs.

One thing you will know after reading "Senior Faculty Career Attitudes: Implication for Faculty Development" is the professoriate is not a homogeneous group. This in-depth study examines the "relationships among personal development, career development, and job satisfaction." The data are summarized and analyzed to reveal many facts about how assistant professors on up view themselves. Armour, Fuhrmann, and

Wergin point out that members of each discipline lead different professional lives. Senior faculty are potent, productive teachers and scholars. The authors outline specific recommendations for faculty development practice. Then, Art Crawley, in "Meeting the Challenge of an Aging Professoriate: An Opportunity for Leadership," critiques research on faculty productivity and aging as he provides a humanistic perspective of the complex issues of an aging faculty. Given the anticipated demand for more faculty and possible shortages, he explores policy implications and suggests appropriate strategies for renewal opportunities for faculty.

In this section, the authors enable us to view the spectrum of the professoriate, supporting the need for changes spanning our careers—from improvements in graduate TA training to ways to make vital senior faculty members' professional lives even better.